

ICON: SUPPORTING CONTEMPORARY LEARNING IN VICTORIAN CATHOLIC SCHOOLS

The *Integrated Catholic Online Network (ICON)* project vision is for ICT functions at the school and sector level to be integrated to support contemporary learning. This will lead to improved student learning and improved business processes to make the work of school leaders and teachers more efficient.

The ICON project aims to provide online learning systems to:

- Support contemporary learning and teaching
- Improve processes to make the work of leaders and teachers more efficient

Goals	Teaching and Learning	Learning Management	Organisational Learning	Infrastructure
	Support student centred learning	Achieve process efficiencies for teachers and school leaders	Enable access to, and use of, rich and comprehensive data and evidence	Use interoperable systems based on standards
Planned Enterprise Services	<ul style="list-style-type: none"> • Student Assessment Portfolio: Student learning goals, annotations from parents, peers, teachers; Individual learning plans; multi-modal evidence of achievement; review progress. Receive feedback on learning anywhere, anytime. • Collaboration: Connect with others (student, teachers, guests) within and across schools to gain and create new knowledge and understanding; create learning products. • Online Resources: Contribute to and select from a range of resources to support multiple learning needs and styles. Access to resources and content produced and contributed by students and teachers from schools across the system. • Learning Plans & Tasks: Access personalised learning and assessment tasks; submit learning and access feedback anytime, anywhere. • Online Communities: Access and construct common interest online communities to support learning. Eg: cross-age tutoring/ mentoring; chess club, garden club, homework club 	<ul style="list-style-type: none"> • Student Assessment Portfolio: Access to personalised student progression reports with up to date information. Capture, validate and report on progress over time or at a point in time, of individuals or cohorts of students. • Collaboration: Connect within and across schools for professional collaboration and learning; collaborative curriculum planning; collegial support. • Online Resources: Contribute to and select from a range of teaching resources to support multiple learning needs and styles. Access to professional learning resources and content produced by teachers and leaders from schools across the system. • Learning Plans & Tasks: From within and across schools, plan, deliver and assess learning tasks; access data to inform planning such as curriculum frameworks and student data; embed digital resources; allocate learning tasks (differentiate) to individuals or groups. Access templates supporting contemporary curriculum design. Generate curriculum and assessment maps from learning plans to assist with auditing the enacted curriculum in the school. 	<ul style="list-style-type: none"> • School Improvement Planning: Provision of up-to date diagnostic data and information informed by student assessment portfolio and multiple data sets to inform school improvement planning. Schools are able to contribute to the range of evidence gathering tools to monitor change over time (eg rubrics and auditing tools) for use across the system. • Collaboration: Collaborate and share school improvement initiatives and strategies. Connect with other leaders and teachers across schools for professional collaboration and learning; access tools to support collaboration. • Online communities: Join or contribute to common interest communities to support professional learning and practice eg: action learning teams, research groups, school board, parents and friends etc. • Learning Plans: Analyse learning plans within and across school to inform school improvement planning. 	A common Enterprise ICT Services Framework which includes: <ul style="list-style-type: none"> • A virtual learning platform for Victorian Catholic schools that is flexible but integrated based on interoperability standards • Partnerships with the biggest and best suppliers of virtual learning systems and online services • Enterprise systems to replace school level systems • Services that assist schools to ensure their ICT infrastructure is up to date (eg: School ICT Infrastructure Audits- Critical infrastructure reports)
Intended Outcomes	<ul style="list-style-type: none"> • Personalised response to the learning needs of each student or groups of students. • Flexible learning opportunities in which learning is differentiated in response to different learning styles and is co-constructed. • Users can create new knowledge and understanding by thinking and working creatively, exploring and experimenting, planning and reflecting, and communicating and collaborating. • Users can build collaborative relationships within and beyond the classroom to create learning opportunities in diverse environments. • Allow the appropriate and ethical use of contemporary technologies and resources that enable and transform learning. • Learners highly engaged in an ICT enabled learning environment. 	<ul style="list-style-type: none"> • Users access to quality-assured learning and teaching resources and digital content. • Improved teacher access to information to manage student learning outcomes. • Provide tools for school leaders to efficiently access resources to develop school improvement plans and to provide as many automated reports as possible to assist school leaders to monitor these plans. • Provide sophisticated reports on student learning progress for individuals and groups of students. • Easier for school leaders and teachers to collaborate with stakeholders. • Provide efficient tools for teachers to access resources to develop Teacher Curriculum Plans. • Provide school leaders, teachers and students with access, as appropriate, to ICON modules, resources and tools, anytime and anywhere. 	<ul style="list-style-type: none"> • Access data from across schools to identify exemplary practice and to drive teacher and school planning. • School leaders working together to plan school improvement initiatives drawing on the experience of other schools. • Provide automated reports that analyse curriculum and assessment coverage of curriculum plans. • Provide tools to record, assess and monitor a rich source of student progress over time and provide easy access to these data for individual students, their parents and teachers in real time. • Provide sophisticated reports to analyse student progress by cohort over time to identify students performing above and below expectations. • Single record of rich information stays with the child throughout their schooling. 	Delivery of services to the whole sector through a centralised platform that has characteristics such as: <ul style="list-style-type: none"> • Ability to integrate the services to use common data hubs or once-only data entry; • Scalability; • Industry standard security and identity management; • System redundancy.